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ABSTRACT

Florida International University (FIU), The University of Alabama in Tuscaloosa, and Eagle University (Kentucky) have designed programs to meet the needs of nontraditional students. Eagle University, composed of nine universities from Tennessee, Kentucky, and Florida, extends educational opportunities to servicemen and community members of Fort Campbell, Kentucky. FIU offers a student oriented rather than campus-based learning program. Emphasis is placed on a noncampus-based view of education, assessment of past experiences and negotiated, individual learning contracts. Similarly, the University of Alabama offers an external degree program. This program identifies 20 students for a pilot program and then designs 20 different programs around these students. In each of these programs, the emphasis is placed on the needs of the students. Courses of study are moulded to the student needs. The immediate results of these approaches is the reopening of higher education to those persons long shut out. (Author/MJM)

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REGIONAL SPOTLIGHT

SOUTHERN REGIONAL EDUCATION BOARD

EDUCATION IN THE SOUTH

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Vol. VIII, No. 4 March, 1974

Meeting the Needs of Non-Traditional Students

The college crunch is on. Colleges and universities across the country are faced with rising costs and declining enrollments attributable, among other things, to the end of the military draft and the increased vocationalism of young people. One of the reactions to this unexpected enrollment reduction is increased recruitment efforts. One Southern institution is now lulling prospective students and benefactors by distributing promotional recordings by mail, complete with faculty and student "testimonials" and excerpts from campus concerts. Elsewhere in the region, a prominent paper recently published a 40-page advertising supplement to its Sunday section —entirely devoted to articles and ads on its state's public and private higher institutions.

With this in mind, it comes as somewhat of a surprise to hear the director of a year-and-one-half old program at Florida International University complain about not being able to keep application blanks on hand. Despite determined efforts **not** to recruit, the External Degree Program there has 112 students enrolled and a list of more than 200 waiting to get in.

Another external degree program at The University of Alabama in Tuscaloosa is having similar results. Earmarked to begin this spring with only a score of "pilot" students, it has attracted several hundred applicants, despite minimal advertising.

Meanwhile, Eagle University at Fort Campbell, Kentucky, is drawing 2,000 enrollees per term, in addition to 1,600 students enrolled in the Pre-College Program (PREP). That figure represents an increase of about 250 percent over its initial admission just one and one-half years ago, and many times the amount of students local universities were able to attract from the base before Eagle was formed. The University is now on its way to becoming "one of the major educational institutions in its region," according to Dr. W. Edmund Moomaw, Associate Director of SREB's project to advance reform in undergraduate education.

If the demonstrated ability of these institutions to attract students to predominantly undergraduate, non-professional programs at these rates is rather unusual these days, it is also heartening. For each of these programs or institutions represents, in some sense, a radical departure from our traditional concept of learners, learning and learning-centers. All three share a commitment—that higher education should serve a more diverse population than it traditionally has, and that such education should be at times, in places and, in some cases, with methods that have not been traditional.

The Atypical Student

One obvious reason that these institutions are attracting students is that their programs are geared to the atypical learner who traditionally has been ignored or, at best, inconvenienced, by the higher educational system.

Military personnel and their dependents are cases in point. As Stephen Castleberry, Dean of Eagle University, phrased it, "For years, people in the military really had a difficult time trying to get an education—they had to get it almost in spite of their affiliation with the military." Highly transient and base-tied almost by definition, the military person or dependant had, more often than not, scattered credits from numerous colleges, but no degree.

Another group of potential college-attenders is the 10 percent of the population who have been re-

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moved from the work force by forced or voluntary retirement. The interest the elderly can have in higher education is illustrated by the 10-year-old Donovan Scholars Program at the University of Kentucky. Provided he or she is over 65, any person can enroll for free in this program. Thus far, hundreds have done so—on credit and non-credit bases. Several bachelors and masters degrees have been awarded; and one 67-year-old Canadian, who had a grade point average of 3.8 last semester, will finish up his Ph.D. next year.

Other examples of atypical learners are homemakers and men and women in mid-career. A tremendous number fall into the category of "non-traditional learners," by which term is meant an adult (over 22, usually much older) who has been a partial college attender. (1971 statistics indicate that there are 12 million persons in the States who fulfill these two criteria and thus could be considered potential degree-seekers.) Usually employed full-time, such persons may be very motivated to get a degree—they may, in fact, need it for a promotion. But they are held back by the prospect of either halting work to attend school full-time, or attending night school for several years. Unlike typical college-bound seniors, such people have to fit education into a life essentially devoted to the home, work or the community.

Besides the time element, the non-traditional student also has a problem attaining loans or scholarships. According to Dr. Jerry Davis, author of a pending SREB publication on undergraduate student financial needs and resources, 25 percent of the unmet financial need in the SREB region is experienced by independent students — a category which includes non-traditional students. Since independent students comprise only 20 percent of all students, this figure indicates that, proportionately, they have the greatest need.

American educators, cognizant of the tremendous need and motivation of such persons for higher education, have focused much attention, of late, to the non-traditional and atypical learner. Throughout the 60's numerous acts were passed in this connection, beginning with the Manpower and Development Act of 1962 and continuing through the Adult Education Act of 1966. In addition, recent studies such as the Carnegie Commission and Newman reports have emphasized the need to make institutions of higher education more available and effective for all segments of the population. It was in this climate that the idea of an external degree—a 100-year old concept begun at the University of London—was transplanted and adapted to the States, and that a consortium called Eagle University was formed in Kentucky.

Eagle University

The idea for Eagle University began in the spring of 1972, when Major General J. H. Cushman approached the deans of local colleges about the possibility of extending educational opportunities to the members of the 101st Airborne Division and the Fort Campbell, Kentucky, community. The concept of a consortium that would provide a broad range of academic programs at a time and place convenient to the military base was soon conceived, and implemented within the year.

Eagle University is actually composed of nine universities from Tennessee, Kentucky and Florida, plus the Fort Campbell Dependent Schools. The "campus" is the military reservation. And classes have been held, on occasion, "right out on the troop lines," according to Dean Castleberry. Every quarter these institutions offer a combined total of 100 college undergraduate and graduate courses, as well as courses of a vocational and avocational nature.

Eagle is administered by a full-time professional and administrative staff appointed by a consortium board. Fees are standardized and registration is centralized on the base. The consortium board, usually composed of the vice presidents for academic affairs from each institution, functions much as a board of regents would at a traditional school.

Since Eagle has no academic status of its own, degrees are awarded by the participating institutions, all of which are fully accredited. Although a student must fulfill the specific degree requirements of the institution from which he wants his diploma, he is free to continue taking courses applicable toward his degree from any of the other participating institutions. Residency, in other words, may be met at any participating school and, by arrangement, each member fully recognizes credits earned at the other institutions.

Fort Campbell does its part by providing facilities and by aggressively encouraging military and

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dependents to participate in the on-base educational opportunities. Military personnel, for example, are permitted two days a week to attend on-duty academic instruction. They are also given liberal tuition breaks. (Tuition is actually higher at Eagle than at any of the individual institutions, but the government pays three-fourths of fees. The extra money is used for administrative functions; a great deal of it goes into travel expenses and special stipends for the visiting faculty.)

As a result of the consortium, a student at Fort Campbell now has the opportunity, during a normal tour of duty (2-3 years), to complete an associate or graduate degree by taking two courses per term. One year of undergraduate work could be completed by taking one course per term.

Since most of Eagle's offerings are standard "core curriculum" courses, transferal of credits when service personnel are themselves transferred, is enhanced.

This is particularly true since the national cooperative project called the Servicemen's Opportunity College (SOC) recently extended from two-year colleges to four-year institutions. Under this agreement, 120 participating colleges and universities agree to be more adaptable to the special needs and problems of service men and women, particularly in transferring credits and granting residency.

Approximately 30 percent of Eagle's enrollees are in continuing education—that is, non-degree and special-interest programs, such as automobile mechanics, plumbing or scuba diving. The largest group of students is involved in the PREP program in which consortium members provide remedial or refresher instruction to persons who need such preparation before they can pursue higher education.

FIU's External Degree

There is no such thing as a "typical" student in Florida International University's External Degree Program. Students are admitted on a "first come, first serve" basis, provided they are Florida residents and have an associate degree, two years of college or the equivalent. Statistically, the average student age is 36, but enrollees have ranged in age from 20 to 73. Of the first 23 graduates, 16 percent were black or Spanish, 30 percent women. By occupation or previous life experience, they included a police captain, a boy scout executive and the mother of four teenagers with extensive volunteer and teaching experience.

Most had a smorgasboard of college credits. In fact, the average number of colleges previously attended was 2.5, and the average number of credit hours earned, 122. Yet only 60 percent had associate degrees. And although none—by traditional standards—was close to obtaining a baccalaureate degree, these 23 students (and since then 25 more) graduated in an average of a year's time each. One student, in fact, completed his education in two weeks.

To do this, however, required a non-traditional approach to learning, which included a non-campus-based view of education, assessment of past experiences, and negotiated, individual learning contracts. In short, they needed an external degree program.

Student-oriented rather than campus-based learning is the cornerstone of FIU's external degree program. Accordingly, the first step in the non-traditional student's education is an intensive counseling session. Here is determined what the student wants from a degree and how much of his or her past experiences is directly applicable to the degree sought and thus eligible for evaluation for credit. One student seeking a degree in criminal justice, for example, was awarded 10 hours life experience credit for his work as a customs inspector and criminal investigator; a nurse with 25 years experience and a businessman with extensive political work in the area of conservation, were likewise awarded credit.

Credentialing and assessing life experiences can be awkward. Director Dabney Park says that initially a lot of time was wasted "trying to stuff life experiences into predescribed catalog course titles," such as sociology, political science or humanities. Students now might opt, instead, for a narrative listing of past experiences to accompany the transcript.

The assessment of past experiences takes various forms—the most common, at FIU, being evaluation by a faculty member expert in the field. Credits are also evaluated by use of the College Level Examination Program (CLEP), United States Armed Forces Institute tests (USAFI) and others. Generally speaking, however, FIU shuns using CLEP exams to assess life experiences—the most common form of assessment at several external programs, such as New York's statewide Regents External Degree. Park explained why. "If you were to ask a man with 25 years business experience to take management I, II and III CLEP tests to prove he's mastered the area, he could rightfully say, 'You mean you teach business and you don't realize what this work experience means? What am I doing here?'

"If you're working with non-traditional students," Park continued, "you have to be aware of the kind of hoops you're asking them to jump through. They're so desperate that they'll do just about

Innovations for T

Not all non-traditional approaches to higher education are geared to non-traditional students, of course. Elsewhere in the region, universities and colleges are experimenting with time-frames, methods and places of learning for traditional students, as well.

The Admissions Partnership Program (APP) at Appalachian State University in Boone, North Carolina, for example, is one of 12 institutions in the country (and the only one in the SREB region) receiving Carnegie Corporation grants to experiment with time-shortened degrees (TSD's).

The idea of shortening the time spent getting a baccalaureate degree is not new. CLEP and Advanced Placement tests—now used by an estimated two-thirds of institutions—began, for example, in 1965. What is relatively new, however, is the concept of altering time-frames for more than just exceptional students.

One of the goals of APP is to determine whether average college-bound high school students are able to successfully pursue college work without attending both the senior year of high school and the freshman year of college. Students in each of the project's experimental groups have grade point averages ranging from 2.0 to 3.5. Perhaps the only constant is motivation; students are interviewed to determine whether they are goal-oriented enough. As Dr. Ronald Ensey, APP Coordinator said, "If they don't have the slightest idea what they want out of college, we won't admit them under this program."

Two other APP goals are to determine the best method for reducing high school and college work and to develop personalized, time-shortened curricula for those who can profit by TSD's. Three approaches to time-shortening are now being used.

The first, called the off-campus model, uses a pilot-team of university and high school instructors teaching freshman level courses to 54 seniors in two public high schools. The University professors assigned to these schools develop, with the high school teachers, appropriate first-year curricula. One of the arguments in favor of this approach is that the student can do collegiate work without relinquishing the social activities of one's senior year.

The second approach is also concerned with mitigating repetition between the higher level of high school and lower level of college. In this case, however, 60 high school juniors (rising seniors) take college-level courses during Appalachian's summer session. If successful, they are permitted to enroll in the fall as freshmen.

In the final experimental group, 60 high school graduates simply enroll as sophomores and take 138 instead of 183 credit hours. The 45 hours that are lopped off are entirely general education courses (humanities, social sciences, English and science) or electives. Students in the "Senior to Sophomore" mode are counseled carefully in order to develop individual and appropriate three-year curricula. For purposes of statistical analyses, however, the individualized programs are all

anything you ask them to, but they'll resent it." This statement isolates a key characteristic of non-traditional students: they resent having to re-learn in a classroom setting what they have already learned on the job or in life. Recognizing the validity of this stance, FIU has granted an average of 29 hours credit for life experience to students.

The key element in all such assessment, however, is the degree the student is seeking, which is also the main focus of the next step: the mapping out of an individualized "learning contract" or program of study. And, needless to say, a program that begins by admitting that life can be a classroom, is not going to insist that the lecture-hall, term-paper format of a typical campus suddenly become the norm for any further credentialed learning. And FIU does not.

There are, first of all, no residency requirements. Though many students opt to take classroom courses, these need not be at FIU. The typical learning contract will include a variety of learning experiences, centered around an "Education Project," which might include an indepth paper, independent study and field experiences. Many students tie in the project with their work. One recent graduate, for example, was employed as a coordinator for adult basic education for an Adult Migrant Program, and had also helped begin adult education classes for county prisoners. His educational project consisted of

aditional Students

"generally in the same ball park," according to Ensey.

Although one mode was begun on a minimal scale in 1972, the five-year program did not officially get off the ground until April, 1973. Therefore, reports on the success of APP are still very sketchy. In the off-campus students group, 3 out of the 54 students have dropped out because of grades; the overall grade-point average for this group for the fall quarter was 2.0. A preliminary review of winter quarter grades indicates that they are improving as the students become acclimated to the program, Ensey says. However, a detailed assessment of APP cannot begin until comparisons are made between the experimental and control (regular freshmen and sophomore) groups; that will not be available until later this Spring.

The Alabama Consortium for the Development of Higher Education (ACDHE) was organized in 1968 for a variety of purposes, financial and academic. One of its chief concerns, however, has been the development and promotion of non-traditional studies within the six member institutions.

As a result of the Consortium, CLEP has been adopted by all member institutions; a Basic Skills Program for disadvantaged students is offered at Stillman College; and mini-grants are given to faculty members to evaluate their teaching methods and/or to experiment with non-traditional approaches. In addition, an on-going pilot project is using public television to teach a course on environment on all six campuses. Faculty members from all institutions participate in the teaching of this course.

One of the most important developments of the Consortium is the "institutional team," a group of 4 faculty and staff members per campus chosen because of their openness to change and their position to influence it on their campus. These teams attended conferences on innovations and work on their own campuses toward the establishment of non-traditional approaches.

Several other proposals are being considered by the consortium, among them: development of a University Without Walls program; a released-time arrangement for faculty involved in non-traditional activities; and a learning resource center to provide faculty and students access to the latest techniques and systems for individualized instruction.

One value of the Consortium, according to Dr. Lillian Manley, Executive Director of the ACDHE, is that "it offers support for more traditional colleges to go out and try non-traditional things." Dr. Sloan, who directs academic programs for the Consortium, agrees, citing as an example, the "awareness and sympathy" towards Alabama's external program evidenced by other ACDHE institutions. "There's been a lot of Consortium interest" Sloan says; in fact, at least one other ACDHE member is interested in having a satellite program.

evaluating the latter program. Another student, an education dean of a paramedic institute, combined work and study in a project designed to determine the best method of instructing medical technology students about automated analyzers.

It is in this stage that CLEP tests can be most advantageous, according to Park. Very self-directed individuals might choose a total program of independent learning, followed up by CLEP exams. Since there are no minimum or maximum time limits in pursuing a degree, the students' learning can be self-paced. Students do, of course, maintain contact with their particular faculty advisor (often termed a "mentor" or "facilitator"), but how often or by what means is not formalized. All mentors are full-time faculty members of FIU, employed on a part-time basis by the external program.

Unlike some programs which are termed "external," FIU's program is not located in an extension part of the university. Administratively, it operates out of the Division of Special Programs but academically, the substance of the program is located within individual departments and schools. Thus, upon graduation, students receive the same degrees and diplomas awarded by the colleges and schools through their regular programs. Grading through the university is non-punitive ("no credit" rather than D's or F's); the ony difference for an external degree holder is that past experi-

ence is listed as block credit and thus generally not graded.

Alabama's External Program

As is the case at FIU, the University of Alabama's External Degree Program is situated in a non-traditional atmosphere—that of the four-year-old New College, a nationally known experiment. The University of Alabama is approaching its external degree somewhat differently than many schools. Most schools identify major areas, such as psychology, and find students to fit them, explained Dr. Bernard Sloan, who will head up Alabama's external program. "Instead, The University of Alabama is identifying 20 students for this Spring's pilot program and then designing 20 different programs around these students." By next fall the University hopes to admit about 200 students. At this point, the administration foresees "no limit" to the number of students the program could eventually hold.

As at FIU, individual education contracts are worked out. Again, there are no residency requirements. "We'll encourage students to use whatever resources there are, wherever they are—beyond the institution and, in fact, beyond the state," Sloan says. Theoretically, then, there are no time or space limitations, except for the time-frame of a semester when students take the classroom route.

In assessing past experiences and in awarding grades, the student's particular goals are the key. For example, if a nurse with 15 years experience plans to go on to graduate school, then she might be advised to take CLEP tests. If not, she could opt for a listing of work experiences on her transcript. Courses can be listed by catalog titles or by narrative description, and grades can be "Pass/Fail" or lettered, depending upon the student's goals.

Internal Problems with The External Degree?

Because of its situation as a "satellite" of the New College, Alabama's External Degree Program does not expect to encounter a problem indigenous to many such programs—namely, the resistance of more tradition-minded faculty members who consider the degree inferior to campus-based education.

Florida, however, has experienced some of this elitist attitude. The University is countering it by using a faculty-based model. "We make the program the responsibility of the faculty," Park said. "Once they work with a student, and help map out his education, they can't turn up their noses at the final product."

No doubt one reason many external degree programs are snubbed by some faculty is that few schools have been able to work out an adequate system of financial reward for participating faculty. Many schools pay only a nominal fee per student to mentors.

At FIU, for example, although the external program has funds, a line-item clause prevents them being transferred to the participating faculty. For the present, the program can't compensate directly, but instead grants time off or pays adjunct faculty to teach classes, so that the faculty are free to work with external degree students. The program does have one full-time faculty member now, however, who does nothing but counsel and act as mentor for external degree students.

Alabama's External Degree Program has not yet sought to compensate faculty, but it has commitments from the University to experiment with fee structures. It is possible, for example, Sloan says, that in the future the educational contract might also include a financial statement. Sloan strongly objects, however, to the notion that the prestige of the external degree should be in any way dependent on the extent of faculty compensation. He does argue, however, that advising-teaching should have the highest slot in universities' reward systems—not research.

Faculty resistence and concern about academic standards are two common reasons given by institutions for not introducing various non-traditional programs such as the external degree. The largest objection, however, is cost.

Actually, as Dr. Sloan phrased it, "the jury is still out" on the question of cost. According to *The Journal of Higher Education*'s special issue on the external degree, a survey of 122 institutions using external degree programs revealed that 41 percent saw costs as generally comparable to traditional programs; 20 percent said they cost more; 23 percent, less. At FIU, Dr. Park estimates that the external degree costs the student the same as a conventional program, but that it's a little less expensive to the state. At this time, most external degree programs are either subsidized by an institution or by outside grants. Only 39 percent are self-supporting.

Another criticism of external degree programs is that their self-directed, independent orientation tends to exclude many disadvantaged persons and many members of minority groups who, because of poor educational opportunities, need more structured learning and individual attention than is affordable in an external degree program.

One reason, apparently, that this criticism evolved is that the

degree was prematurely touted as being ideal for these groups. Howard R. Bowen, however, argues that "external study is educationally more suitable for bright, affluent students with rich cultural backgrounds than it is for students of limited backgrounds. It is no accident that the students of the British Open University are drawn largely from the educated classes." He believes that "students of limited background should be encouraged to become resident students and to partake of the personal teaching and counseling, the influence of peers and the cultural atmosphere of the university."

Dr. Cyril Houle, speaking on the external degree, has asserted, as well, that, as it is being developed generally, the degree is not appropriate for the disadvantaged. The Commission on Non-Traditional Studies suggests, in this connection, that the external degree may be viable for disadvantaged and minority adults, but less so for traditional college-age disadvantaged youth. This stance will change, of course, as educational opportunities on an integrated basis continue to improve.

As for the possibility of racial and sexual bias entering into the assessment of past experiences, it is crucial of course that minorities and disadvantaged persons participate in defining and planning programs. However, the keystone for the external degree is recognition that the classroom is not the sole province of learning; so, once that concept is accepted, as Dr. Sloan phrased it, "you open up the possibility of recognizing learning for all types of experience for all groups of people."

Both the New College and FIU are committed to being multi-ethnic institutions. Alabama's pilot program will not have a preparatory element (for students with capabilities but without skills in independent study), but it is expected to be worked in eventually, perhaps through plugging into an ongoing Basic Skills Program at Stillman College.

FIU, on the other hand, has a joint grant with the Life Lab Program at Miami-Dade Junior College, which is specifically marked toward recruiting and enrolling high-risk, low-income, disadvantaged and minority group students.

The Life Lab Program works in much the same manner as an external degree except that it leads to an associate degree. Past experience is assessed for credit and much of the learning is self-directed or independent study. As part of the articulation arrangement with FIU, these students, upon graduation from Miami-Dade, are given first priority in FIU's external degree program.

Almost all students are disadvantaged, according to Life Lab director Dr. McGregor Smith, in the sense that "they are people who are shut off from a credentialed part of society." In addition, about 20 percent are members of minority groups including blacks (American and Bahamian), Indians (Seminole and Miccosukee) and Hispanic. Many of these students, however, are "people who have one leg up already," according to Smith. He named as examples one student who is head of Welfare Rights Mothers; another, a Bahamian with a background in organizing his fellow migrant workers.

Many such students have gone on to receive baccalaureate degrees at FIU or other colleges. Smith cautioned, however, that particularly in working with highly specialized subcultures, such as the Miccosukee, Life Lab is a "long way from that replicable model." The difference in cultural backgrounds and value systems has caused considerable assessment and communication problems. In fact, it took one programmer six months of weekly visits to the tribe before enough trust had been gained to initiate a program there.

Such problems are clearly not insurmountable. In the case of Miami-Dade, for example, it has been a catalyst for change. Partly as a result of its experiences with sub-cultures, Life Lab is now working on a new project to completely re-define what constitutes a course. Nevertheless, this example points up that a tremendous commitment of time and energy—not to mention money—may be necessary for external programs to be viable vehicles for degrees for the disadvantaged.

In discussing Life Lab, Dr. Smith isolated what is perhaps the key reason for—as well as the greatest source of satisfaction in—non-traditional programs. "We know that each thing we've done has been a response to a real need by a real student," he said. "Sometimes things are a bit haphazard because of that, but at least we're not dealing with imaginary needs."

Dealing with the real needs of real students is, in fact, what Eagle University, the Donovan Scholar Program and external degrees are all about. In each of these cases, stereotyped views of learners were abandoned. Instead, the institutions began by seeking out people with unmet educational needs in their regions. Then, rather than molding students to programs, courses of study were molded to student needs. The immediate result of such non-traditional approaches is that the doors of higher education have been opened to many people long shut-out. The ultimate result, however, may be a reorientation of the higher educational system that will effect all, not just atypical, students.

Through the **National Bicentennial Intern Program** (NBIP) college students in many Southern states are working with community organizations and public agencies to plan Bicentennial activities. Georgia and North Carolina have begun pilot projects which include the preparation of a play on black involvement in the American Revolution and a revitalization program for one city's central business district.

The **Alabama Dept. of Education** was selected in February for a pilot Bicentennial project sponsored by DHEW's Education Division. It will focus on education's contributions to the growth of individual communities within the state. A presentation will be aired on public television and the resulting research incorporated into high school social studies classes.

Student participants receive stipends and, in many cases, college credit for these Bicentennial activities.

Seven universities, including **Eastern Kentucky** and the **University of Maryland at College Park**, have formed an Educational Development Consortium to strengthen graduate programs in criminal justice and criminology on a national level. Funded by a three-year, $5 million grant from the Law Enforcement Assistance Administration of the U.S. Dept. of Justice, the consortium intends to design programs to attract professionals into the justice field and to develop a pool of educators expert in this field.

Seven Southern women's colleges are among those recently chosen by the Carnegie Corporation for grants to help meet the need for women in top administrative levels of higher education.

A $290,000 grant, which will support a 10-month intern program in college administration, workshops and actual experience in college management for recent women graduates, was awarded to 16 higher institutions, among them: **Agnes Scott, Goucher, Hollins, Mary Baldwin, Randolph Macon Woman's, Salem** and **Sweet Briar**. A second grant of $44,000 will support the administrative advancement of women faculty members. If the program continues for five years, according to the Corporation, it expects "to add over 150 women to the pool of potential administrators for colleges and universities."

For further information:

Journal of Higher Education, Special Issue: The External Degree, June, 1973.

Study of Feasibility of External Degree Program at the University of Texas at Austin, January, 1974.

Note: Additional information on the programs and/or consortia mentioned in this article is available from the Undergraduate Education Reform Project, SREB, Atlanta, Georgia.

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